

CHAPTER I

INTRODUCTION

A. Research Background

The National education has a function to develop the ability and build character and the dignified civilization to educate nation's life. Education is implemented to develop students' potential to become a human who devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become a democratic and responsible citizen (Law on Education No. 20 Th 2003 Article 3)

Education is related to the value of educating. While educating means to give, reassure and give the values to students. At this time, the pattern of effective education development still continues in the search.

Civic education is a subject that focuses on forming the students that can be a characterized citizen who are mandated by the Pancasila and 1945 Constitution. Moreover, Indonesia is facing four crisis now, namely: ideological crisis, confidence crisis, a crisis of identity and nation's character crisis.

It must be admitted that the teacher is a major factor in educational process. Although a complete educational facilities and advanced, but if it is not supported by the ability of a qualified teacher, it will be impossible to create a maximum learning process.

According to Bloom, there are three dimensions or domain of learning outcome, namely cognitive dimension which is associated with the ability to

think and solve problems, effective dimension which is associated with attitude, value, interest and psychomotor associated with the skill to do something (Sudjana, 1988: 46).

Therefore, the teacher is the human element in the learning process, especially the Civic Education, supposedly able to realize these three domains. But in fact, teachers often find some obstacles to achieve this goal which is due to they use the lecture's method, not too understand on teaching and learning technique, do not give congratulation to the successful students, not too maximum in using prop, less involved students in the teaching and learning process (Lie, 2002: 32).

Such conditions still dominate the process of learning in the most levels of education. To solve those problems, it is needed to involve students actively in learning activity. With the students' participation, it is expected that the learning outcome and retention of students will be increased and the learning activity will more meaningful. Through cooperative learning, a student will become a learning source for other students. The cooperative learning is developed with the assumption that students can learn from the main learning source namely teacher and students (Lie, 2002: 33).

Teachers should be able to remove the old paradigm which regards themselves as a superpower, able to master the knowledge that must be transferred to learners.

The provisional assumption of the low students score on the Civic Education subject, the competence of the Political System relation in

Indonesia is that teachers do not use the cooperative and active learning model, that motivate students to be active to read and find material from several sources and discuss it, cooperate with friends to solve problem that become their duty and responsibility.

Based on the above description, the writer is motivated to use a learning technique of Two Stay Two Stray to improve the learning outcome on the Civic Education in the competence of political System in Indonesia in the Tenth Grade of Teknik Kendaraan Ringan 1, SMK Negeri 2 Purbalingga, in the first semester 2010-2011.

B. Problem Identification.

To make the problem studied through the Class Action can be known the purpose, so the problems need to be identified, among others are:

1. Why is the daily test result of Civic Education on the competence of Political System in Indonesia low?
2. Have teachers applied the Two Stay Two Stray teaching and learning technique in the learning process carried out by teachers for the competence?
3. How can the learning process using the two stay two stray technique improve students' learning outcome in the Civic education on the competence of Political System?

C. Limitation of the Problem.

Remember that there are many factors influence the students' learning outcome in the learning process of Civic Education subject, so it needs to limit the problem, namely:

1. The classroom action research is limited by two variables, namely the variable of the low daily score of civic education subject and the learning process using a two stay two stray teaching and learning technique.
2. Variable Y is the low of the daily score of civic education subject in the Political System competence in Indonesia.
3. Variable X is the learning process using a two stay two stray teaching and learning technique. Therefore, the researcher does not do other research object although have an effect to improve the students' learning outcome.
Action research is limited by the tenth grade students, Kendaraan Ringan 1 competence in the first semester
4. Action research is limited by the students of the Tenth Grade, Kendaraan Ringan 1 competence, in the first semester of 2010-2011.

D. Statement of the Problems.

Based on the research background above, the researcher formulated the problem as follows:

1. How is the enhancement of the learning process quality carried out by Civic Education teachers of the Political System competence in Indonesia at SMK Negeri 2 Purbalingga?

2. How is the enhancement of the students' learning outcome quality in the Civic Education subject of Political System competence in Indonesia at SMK Negeri 2 Purbalingga?

E. Research Purposes.

1. General Purpose

The purpose of classroom action research conducted by Civic education teachers is to enhance the students' learning outcome through the enhancement of learning process in each cycle for the competence of the basic relation of State and the constitution.

2. Specific Purposes

- a. Improving the ability of the active, creative, effective and fun learning process.
- b. Increasing the students' creativity and activity because each group conduct a visiting of two people to other group to receive information.
- c. Adding the students' skill to get the better result.
- d. Improving the students' learning outcome on the Civic Education subject.
- e. Students are encouraged to respect to other group's opinion by the activity of visiting other group.

F. Research Use.

1. Theoretical Use

Theoretically, the use of some cycles in the civic education learning with the two stay two stray technique will make teachers able to use the technique and students will be able to work in group.

2. Practical Use.

a. For Students

Students will follow the learning process effectively, creatively, efficiently, and fun.

b. For Teacher

Teachers is not easy to be tired to do the teaching and learning process and the report can be used to propose the credit score for promotion.

c. For Principal

The class action research conducted by teachers can improve the value on the assessment of the principal's performance, because it is considered successful to motivate teachers to do a research.

d. For the Library.

It can add the reading collection and reference in the library that can be used to increase the understanding about learning technique especially for SMK Negeri 2 Purbalingga teachers and generally for the visitors.